

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is an international language, which is used all over the world. For the reason, it is important for people to learn reading, speaking, listening, and writing in order to be able to communicate and socialize with the world community. English is the first foreign language teaching at every school in Indonesia. The Indonesia government chooses English as the first foreign language to teach in schools and as a major subject for the students from elementary till university.

Students must master four language skills, namely listening, speaking, reading, and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components, such as vocabulary, structure, and pronunciation or spelling, which supports students mastering well. In mastering English, students find problems dealing with language skills and language components as mentioned above. Most students in Indonesia consider English as a difficult subject which makes them depressed. Reading is not easy for all of students. Most of students especially in the junior high school have difficulties learning English and it is natural for everyone to make errors.

Teaching of English reading skill in junior high school is important to improve the student's ability in their learning of English, because after they understand the material, they can easily communicate with other people in the world. They have many friends in different countries and they can share anything about their experiences. It helps them to get much knowledge.

As one of the language skills, reading is an important skill which its purpose to understand the general idea and the specific information or supporting detail of the reading passage. The readers can get information which they need from many kinds of reading materials. As the essential of reading is its comprehension, the students have to understand the meaning of the text and

to be able to find the important information from the text; beside that, reading helps the students to learn in the new language, to build a better vocabulary, they will comfort with written English, and they can make a planning to study in an English-speaking capability Mikulecy (2002: 1).

Reading comprehension is a complex task that involves processing information of the word, sentence, paragraph, and passage or book level (Schumm, 2006). The use of teaching technique in the teaching learning process is crucial to support students learning to achieve the goal of study. There are some teaching techniques used in teaching reading namely Questions and answer technique, reading aloud, skimming and scanning, silent reading, etc.

Students need to read English for their study. Reading also plays an important role for language acquisition. Students are provided with comprehensible linguistic in their mind as part of the language acquisition process. Reading text provides opportunities for students to learn vocabulary, grammar, pronunciation, paragraphs, or texts are constructed. Reading texts can introduce interesting topic stimulate discussion (Harmer, 2005: 68) in (Fauziati, 2010: 32).

Based on psycholinguistic perspective, reading is a psycholinguistic guessing game (Goodman, 1982: 135) in (Fauziati, 2009: 33). By guessing the readers predict, test, and confirm the content of the text. The roll of background knowledge in reading comprehension is known as schema theory which states that any text (spoken or written) does not by itself carrying meaning. A text provides direction for readers how they should construct meaning from their own, previously acquired knowledge. This previously acquire knowledge is called the reader's background knowledge while the previously acquired knowledge structures are called schemata. According to schema perspective, there are two basic modes of information processing called bottom-up and top-down (Carrel and Eisterhold, 1978: 220; Morley, 2003: 74; Fauziati, 2009: 33).

Some of the objectives of teaching reading in junior high school are to enable the students get certain pieces of information, identify general idea

about the text, and get the main idea both explicit and implicitly. A good rule for the teacher is let them read when they are ready to do it.

The teacher not tells what the students should learn, but to help them to select what they want to learn. The teacher becomes facilitator of teaching and learning process by assisting the developing person at those points where help is requested. Teacher should have good planning to set an exercises, task or activities, because successful lessons are depend on the usage of a variety of approach, teaching methods, and techniques.

The students are responsible with their assignment from the teacher, and they should be active participants in their education. They should contribute in classroom discussion by not only answering direct questions posed by the teacher, but also answering questions posed by their peers. They should express their own ideas about the subject. The students take given information and coordinate the task for him. They listen what the teacher's explanation, and they try to understand of the material.

Edward Anthony (1963: 94) in Fauziati (2009:13), he identifies three levels of conceptualization and organization, known as approach, method, and technique. The first level in the terms is approach. (Anthony in Allen, 1965: 94 in Fauziati, 2009: 14) views approach as "A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning, an approach is an axiomatic".

The second term is method. Anthony (1963: 95) in Fauziati (2009: 15) defines method as "an overall plan for the orderly presentation of language material no part of which contradicts, and all of which is based upon the selected approach. A method is procedural.

Classroom technique is "implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well" (Anthony, 1936: 96; Fauziati, 2009: 17). In other words, technique is a classroom practices by the teacher when teaching a language program which it is done. This is the way the

classroom activities are integrated into lessons and used as the basis for teaching and learning.

Teaching technique is any of a wide variety of exercises, activities or tasks used in language classroom for realizing lesson objective, in Brown (2001). Richards and Rodgers (2001) stated that technique is the level at which classroom procedures are described. The term of teaching technique include task, activity, procedure, behavior, exercise and even strategy. A technique is a detailed list of rules or a guideline for any teaching activity. It is based on the description of steps and often be linked to a method. Teaching technique is different for each English skill. English teachers have to find and use appropriate teaching technique for each English skill to help the students achieve their learning outcome. One of the English skills which used to research in the program is reading capability.

The researcher is interested in having observation about classroom techniques used to improve students' English reading skill at *MTs N Surakarta 2*, because most of the teachers use many teaching methods, and classroom techniques used in teaching of reading skill, so the researcher wants to know what the specific techniques which used to teach reading skill for the students, and they will get easily understanding of the text.

Teachers of foreign language can be guiding their students to learn easily and enjoyable. Teachers learn to know about curriculum and materials development to get solution how the best way to teach English as a foreign language for young learners. The social and cognitive development for student is as well as the foreign language need to be taken planning for and working.

Considering the explanation above, the writer is interested to do a research about **CLASSROOM TECHNIQUES USED TO DEVELOP STUDENTS' ENGLISH READING SKILL: A NATURALISTIC STUDY AT MTs N SURAKARTA 2 IN 2015/2016 ACADEMIC YEAR**

## **B. Problem Statement**

Based on the problem statement above, the writer proposes the research questions:

1. What are the kinds of classroom techniques used in reading activities in English classroom at *MTs N Surakarta 2* in 2015/2016 academic year?
2. What are the purposes of using each classroom techniques used in reading activities in English classroom at *MTs Negeri Surakarta 2* in 2015/2016 academic year?
3. What are the teacher's roles in each classroom techniques used in reading activities in English classroom at *MTs Negeri Surakarta 2* in 2015/2016 academic year?
4. What are the student's roles in each classroom techniques in reading activities in English classroom at *MTs Negeri Surakarta 2* in 2015/2016 academic year?
5. What are the Instructional materials used by the English teachers in reading activities at *MTs Negeri Surakarta 2* in 2015/2016 academic year?

## **C. Objective of the Study**

Based on the problem statement mentioned above, the objectives of this study are:

1. To describe the kinds of classroom techniques used in reading activities in English classroom at *MTs N Surakarta 2* in 2015/2016 academic year.
2. To describe the purpose of using each classroom techniques used in reading activities in English classroom at *MTs Negeri Surakarta 2* in 2015/2016 academic year.
3. To describe the teacher's roles in each classroom techniques used in reading activities in English classroom at *MTs Negeri Surakarta 2* in 2015/2016 academic year.
4. To describe the student's roles in each classroom techniques in reading activities in English classroom at *MTs Negeri Surakarta 2* in 2015/2016 academic year.

5. To describe instructional materials used by the English teachers in reading activities at *MTs Negeri Surakarta 2* in 2015/2016 academic year.

#### **D. Scope of the Study**

In this research, the writer only focuses on classroom techniques used in reading activities in English classroom: a naturalistic study at *MTs Negeri Surakarta 2* in 2015/2016 academic year. The writer only limits the classroom techniques which is used English teachers in students English reading skill learning, because the writer wants to know the teacher's competence to make a classroom techniques used in teaching of English reading skill and in junior high school uses reading skill as a basic of the students ability, and in their activities to learn of English, they will read of the material.

#### **E. Significance of the Study**

1. Theoretical Significance
  - a. The study contributes to linguistics, particularly, and language teaching.
  - b. The result of the research is used as the reference for those who want to conduct a research of classroom technique used in reading activities in English classroom used by the teachers.
2. Practical Significance
  - a. The study is intended to help the researcher understand more about classroom technique used in reading activities in English classroom used by the teachers.
  - b. The study is intended to give the researcher knowledge how to make classroom technique used in reading activities in English classroom used by the teachers.
  - c. The result of the research becomes one of the references in classroom technique used in reading activities in English classroom used by the teachers.

d. This result will help the students to improve their reading skill.

## **F. Research Paper Organization**

The research paper organization of the effectiveness of photographs to improve writing recount text is as follows:

Chapter I is introduction, which consists of the background of the study, problem statement, object of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II concerns with the review of related literature, which consists of previous study, underlying theories.

Chapter III is research method. It deals with that research method covering types of research, Sites of the Study, Object of research, Subject of research, Data and data sources, Method of collecting data, Techniques of analyzing data, data validity.

Chapter IV discusses the description of *MTs N Surakarta 2*, research findings and discussion. The researcher findings classroom technique which is used by the teachers in student's English reading activities, and student's respond about classroom technique which used by the teachers to improve their English reading skill. The researcher also finds the teacher's roles, student's rules, and instructional materials of teaching reading skill.

Chapter V is conclusion and suggestion.